DOCUMENT RESUME

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TITLE	An Introduction to Mainstreaming (A Four-Part Series). Description of Teacher Inservice Education Materials.
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ABSTRACT

The intent of the teacher program described here is to approach the subject of mainstreaming from an historical perspective and in the context of today's education. The focus is on integrating students with learning disabilities, emotional disturbances, and physical handicaps (visual, auditory, and orthopedic) or who are mentally retarded. Videotapes are used to depict handicapped students in regular reading, mathematics, and language classes. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: AN INTRODUCTION TO MAINSTREAMING (a four-part series)

Publication Date(s): 1976

Intended Users: Regular and special education inservice and preservice teachers, administrators, parents and all who are involved in and/or concerned with the education of exceptional children

Grade Level(s): Elementary, middle, secondary school

Number: Individual or group

Primary Focus: The intent of this series is to approach the subject of mainstreaming from an historical perspective, and in the context of today's education. The problems of integrating students having visual, auditory and orthopedic handicaps are discussed.

School subject(s) and/or inservice topic(s) covered:

The concept of mainstreaming exceptional children spans all subject areas. The videotapes depict handicapped students in regular reading, mathematics, and language classes. Mental retardation, learning disability, emotional disturbances, and physical handicaps (visual, auditory and orthopedic) are covered.

What participant does in using the materials:

As this series contains four parts, each focusing on a different aspect of mainstreaming, one practical way to set up inservice training with these materials would be to arrange four separate workshops. Each 30-minute videotape supplies much in the way of issues to be dealt with, practical and personal considerations to relate to one's own classroom situation. Discussion questions and "classroom application" exercises are suggested. These comprise a good framework for group training programs. ("Study teams" are suggested by the developers.)

Resources:

The program consists of four 30-minute color videotapes. Accompanying these is a Study Guide which devotes two pages to each tape, offering suggestions for discussion questions and exercises for practical reinforcement of the material discussed in the films. A bibliography for further reading on each film topic is also included. Administrative and logistical needs will be determined by the program users; a 3/4" videocassette player with monitor is needed for viewing. No time is suggested for completion of all the suggested activities.

Describer critique:

This series is highly recommendable on several levels. The quality of the films is excellent; the program's scope is wide; its content concerns a topic which is of immediate applicability to classroom teachers. It goes beyone its purpose--to give an "introduction" to mainstreaming--and provides a thorough analysis of education for exceptional children, where it has come from and where it is going.

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1.0 PURPOSES:

While no specific rationale/purpose/goal statements are made by the program developers, it is apparent through a viewing of the films that it is their intention to allow users to come to terms with mainstreaming as a "viable philosophy" of education. Part One, "Overview of Mainstreaming," particularly speaks to the problem of attitude change, and attempts to give viewers a comparative sense of exceptionality.

This program is positive, encouraging, even joyful. This attitude is part of its purpose, and evolves from the many scenes throughout the videotapes of classrooms where mainstreaming is actually at work--where a "normal" child is helping an exceptional child, where regular teacher and special educator work together, where understanding, involvement and success are obviously present and growing. The viewer takes on a sense of responsibility and of hope. Where the regular classroom teacher is concerned this means that mainstreaming becomes a viable, possible alternative for educating the exceptional child.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program package consists of four color videotapes, each 30 minutes long. Their titles and a brief synopsis are listed below:

Part One: Overview of Mainstreaming
"In this program mainstreaming is considered as a viable philosophy of education. It is placed in its historical perspective and discussed as a preventive, as well as remedial approach."

Part Two: Introduction to Exceptionality
"Three types of handicaps--mental retardation, learning disability and emotional disturbance--are studied. Ways of integrating children with these conditions into regular classrooms are explained."

Part Three: Introduction to Exceptionality (continued)
"Visual, auditory and orthopedically handicapped students are discussed, with special attention to methods of integrating them into the regular classroom."

Part Four: Whither the Mainstream?
"The mainstreaming experience is reflected upon by parents, teachers, and students from their unique viewpoints."

Sequence

Users should proceed through the program in the above order.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

In the workshop setting, emphasis will be placed on group reaction and discussion as well as on the "Classroom Application" activities. These exercises suggest ways in which the user may begin to initiate mainstreaming practices in his/her own classroom. They include researching, planning, writing.

However the program is worked into a training design, the basis of all learning activities will be the viewing of the videocassettes.

3.2 Help given in use of product:

Each videotape is accompanied by a two-page sheet. This gives a brief description of the film, lists discussion questions and suggests exercises for classroom application.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No means of evaluation are included in the program, though the questions and exercises could be used for assessment purposes.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

A 3/4" videocassette player and TV monitor will be needed, as will a room for viewing/meeting. A facilitator or instructor will be helpful in making these arrangements and in leading group discussion.

5.2 Distributor name/address:

Media Five
3211 Cahuenga Boulevard West
Hollywood, California 90068

(213) 851-5166

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
AN INTRODUCTION TO MAINSTREAMING includes four videotapes: "Overview of Mainstreaming" "Introduction to Exceptionality" "Introduction to Exceptionality" (cont'd.) "Whither the Mainstream?"	$750	no	1 set	yes

Videotapes are available only as a package. Media Five has prepared preview tapes with selections from each of the four parts. Indicate "Mainstreaming Preview."

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Robert Clasen of the University of Wisconsin Extension-Telecommunications Center developed the concept for this series and was the major force behind its writing and production. Dr. LeRoy Aserlind, who is introduced in the films, is the program's content authority and John Melcher of the Wisconsin Department of Public Instruction acts as host. In the film credits, John James is named as Producer and Dianne Hickle, Assistant Producer.

6.2 How developed and when:

These videotapes are from a series of 15 programs on mainstreaming developed by the University of Wisconsin Extension, Madison, Wisconsin, under the direction of Dr. Clasen. Twelve of the 15 programs were developed primarily for inservice users. Media Five, the distributor, selected four of these twelve cassettes which they felt best represented an introduction to mainstreaming. The four-part program was released in 1976.

6.3 Evidence of effectiveness with users:

The program has been used statewide in Wisconsin for preservice training. In addition, all campuses of the University of Wisconsin credited the program as a course. As further evidence of its effectiveness with users, this set of four cassettes is offered for graduate credit at Villanova University (Pennsylvania), Monmouth College (New Jersey), University of Tampa (Florida), and the University of Laverne (California). For further information, interested persons can contact Dr. Clasen.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The videotapes are appropriate for achieving their purpose; that is, they provide a thorough introduction to the concept of mainstreaming. They apply to both inservice and preservice training and are not limited to any specific grade level or discipline. The technical quality of the videocassettes is excellent. The subject is addressed in a story-telling manner: the technique of using a host and a narrator, with both indoor and outdoor footage, gives the films a warm touch.

Content accuracy/social fairness/community acceptance issues:

The films' contents come across as thoroughly researched: they offer factual information about the history of exceptionality and appear to be very accurate.

There was no racial, ethnic or sexual bias portrayed in these films.

Overall summary/comment:

These videotapes possess the qualities of the best of training programs and manage to be compelling films quite apart from training considerations. "Overview," the first of the films, opens with some beautiful wilderness shots: a Wisconsin trout stream and a Wisconsin fisherman, Dr. Aserlind, come into focus. The metaphor unfolds as the fisherman tells us that fish, as people, cannot be competitive and psychologically healthy until they enter the mainstream. His story sets the mood for the other films, which brings mainstreaming into perspective as a natural, logical, even practical method for educating exceptional children.

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